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ABSTRACT

This document consists of three issues of NCR Parameters (January, May, and September 1999), a newsletter published by the National Council for Research and Planning to highlight research and planning concerns at two-year postsecondary educational institutions. These three issues focus on: (1) "Multidimensional Planning," (January, 1999) describing three equally important processes of successful college organizational planning: first, a clear top-down process identifying district and college vision, mission statement and institution-wide strategic plans; second, an effective "integrated process," linking institution-wide plans with interdepartmental unit plans; and third, linkage of planning and resource allocation decisions through a college-wide collaborative governance process; (2) two funding initiatives (May, 1999), "The Workforce Investment Act (WIA)," a federal initiative describing new assessment and outcome reporting requirements for workforce development programs and services, and the "Florida Performance-Based Incentive Funding (PBIF)," a program created in 1995 to reward institutions training students in vocational skills required by local and state work force; and (3) "The Family Educational Rights & Privacy Act (FERPA)" (September, 1999), setting guidelines for the collection and sharing of student educational records. All newsletters contain brief discussions of related issues, references, and updates from some of the ten NCR community college regions. (PGS)

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NCR Parameters:
Newsletter of the National Council for Research and Planning, 1999

Katrin Spinetta, Ed.

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NCR Parameters

Newsletter of the National Council for Research and Planning

January 1999

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Multidimensional Planning

In the 1996-1998 Annual Reports from the Accrediting Commission for Community and Junior Colleges (ACCJC), Judith Watkins, Associate Director, summarized some of the most frequently cited recommendations made by visiting teams during the year. Among the recommendations is the need to effectively link the planning and resource allocation process.

Lawrence Hendrick from Sacramento City College has come to several conclusions which he thinks might parallel the experience of others who are struggling with how to build a full and dynamic organizational planning process. He notes that planning is, at the very least, three dimensional. To succeed across the institution, he recommends at least three processes of equal importance: First, there must be a linear, vertical or top-down process which identifies the district and college perspectives. This strategic plan usually contains some variation of a vision, a statement of philosophy, a mission statement and planning assumptions resulting in some strategic directions and maybe some high priority, institution-wide actions. It is developed for the governing board and is general and comprehensive in nature. Developing and renewing a strategic plan depends on the views of those who are serving students on a regular basis, hence the practice of a broad-based coalition of constituents who compose the plan for the Board. Renewal of this plan occurs every five to ten years. In a multi-college district there is an adjunct to this linear process where the colleges, using the district strategic directions and the college's unit plans, define their particular strategic emphases. This is also multi-year and best done by a constituent-based planning group.

Second, there must be an uncomplicated unit planning process. In his book, *Managing a Nonprofit Organization*, Thomas Wolf calls this the "integrated" process. These plans should not stand by themselves, but should be informed by the strategic plan of the District and/or the college, as well as knowledge of what other units are doing or planning and what is happening in the professional area represented by the unit. This is an annual process happening in late Spring, looking forward to the next academic year and involving all academic and nonacademic units. The plan develops a multi-year vision (we use three years) and a one year action plan.

Third, administrators must have a clear, comprehensive plan of how, operationally, they will honor the results of both the linear and integrated processes. First-line administrators provide the leadership to work collaboratively using the plans to set division priorities for staffing, space and financial resources. Senior management working with constituency leaders need to acknowledge the bubbling up of priorities from the units and divisions distilled in the college goals, weigh them against the district and college strategic directions and provide appropriate resource support. These decisions, made in a collaborative environment, are part of a constant, day-to-day process. The success of this part of the total process is basic to the leadership acumen of the administrative staff and constituency leadership. This is where the linkages between planning and resource allocation occur in college-wide standing committees and in the major councils and cabinets established in the governance process. It is naive to assume that one can neatly map this linkage in some predetermined way, although we should be able to describe the path of, for example, staffing decisions or capital outlay.

All of these processes need to be guided and renewed by a committee of stakeholders which reflects on and refines the processes to insure clear communication and effective involvement of faculty and staff. There are also a variety of specialty plans related to staffing, facilities, educational programs, staff training, etc. that must inform these general planning processes. The planner has the special role of guiding the continual integration of all of these elements through both formal and informal means. The planner facilitates the work of the stakeholder committee, keeps informed of the internal and external trends and advises the senior administrative staff and constituency leadership as they grapple with day to day decisions.

Over the years, colleges have attempted to build planning processes modeled after those used by the private

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President's Corner

Now that the holidays have come and gone, I take it most of us are back in our offices, perhaps wading through accumulated paper and e-mail and, if a new term is about to begin, anticipating the beginning of classes. My hope is that this newsletter will provide a welcome break, maybe even an opportunity to lay aside the urgent and think about the important.

AIR Forum: Plan now to arrange your flight to Seattle for NCRP's annual meeting and for the AIR Forum early enough in the day on Saturday, May 29, so that you will arrive in time to attend the NCRP Recognition and Awards Dinner, on Saturday evening. We'll be assembling at 6 p.m. to go to a restaurant, hopefully within walking distance. Watch for details about where to meet and which restaurant in the next issue of *Parameters*.

Membership: If you are a new member, be sure that funding for your membership is in your budget, and consider upgrading to an institutional membership to cover up to three members for only $75 total. If you already have an institutional membership, consider including more members at only $20 per person. It seems to me that a little bit of dues goes a long way in NCRP.

AIR Elections: Those of you who are also AIR members will be pleased to know that Harriott Calhoun and Susan Bach are among those who will be candidates in the upcoming AIR elections. Both are former board members of NCRP. Harriott is a candidate for AIR president-elect next year (and president the following year). She has served NCRP in a variety of capacities, including NCRP president in 1992-93. This year, it has been my privilege to work with her in her capacity on the AIR Board as chairperson of AIR's External Relations Committee, the committee through which NCRP arranges for sessions at the AIR Forum. Harriott is also currently the secretary for the AIR Board and NCRP's research liaison. Susan Bach, former NCRP Board member, served from 1995 through 1997 as regional director for NCRP's region 10 - Alaska, Idaho, Oregon, Washington (state) in the U.S., and British Columbia in Canada. Julia Duckworth and Scott Parke are both NCRP members who have been slated to run against each for Professional Development Services. Julia has been active in MIDAIR, and Scott is also a past president of NCRP. A pity you can only vote for one of these two excellent people. Like the NCRP constituencies who elected them to the NCRP Board in the past, I strongly recommend all four.

NCRP Session at AACC Annual Convention in Nashville: I am excited about a one-hour session NCRP is planning for this year's AACC Convention in April, an annual meeting attended mainly by community college presidents and other senior administrators. Five of the six regional accrediting associations have accepted NCRP's invitation to participate in our panel discussion on learning assessment. In this panel, we want to learn something of the experience of the accreditation associations in the couple of years that performance indicators have been widely used. The central question is, What seems to be working well for accreditation, and what has been falling short?

I want to organize specific questions for this panel by asking our members to think of at least one particular question you would like to ask a visiting accreditation team member if you could. Essentially, this is a brainstorming exercise, so don't worry about a question sounding "dumb." If you are unclear about something, so likely are many other members. We are all learning how to do institutional level assessment of student learning. I may edit your questions and will ask them anonymously. Afterward, NCRP will prepare a report back to the membership of what comes out of the panel. Please funnel your questions or suggestions to me. Thanks to those who have already sent me their ideas and thanks in advance to those of you who will now share your thoughts and responses.

November Meeting Of Councils With AACC Board: Your president and president-elect, Gene Atkin and Alan Sturtz, attended meetings of AACC board members and officers of the 24 AACC Councils in Washington, DC, November 5-6. NCRP is one of these councils. Sessions included discussions of ways in which the AACC organization and the separate councils might work together more closely for mutual benefit, information and some opportunity for input into a major study of remediation at the nation's community colleges now being planned, and lots of informal discussion with leaders of the other councils and with AACC staff members.

AACC President David Pierce presented the purpose and resources being planned for a study of onetime remediation students at community colleges, to provide evidence of the degree to which, some years after their last college attendance, these former students are achieving some success in their lives. A large variety of sources for success data is being considered for this study, ranging from state employment records to records of actions in criminal justice cases. A large component of the audience input in this session related to concerns that there be a comparison group, non-remedial students, to put such data into context. *—Eugene Atkin*

Best Paper Selected

It is with pleasure that NCRP announces the winner of its competition for Best Paper for 1997-98. Presenting his paper at the Seattle AIR Forum will be Charles Zhoa, researcher at Prince George's Community College, in Largo, Maryland. Charles' paper is entitled "Factors Affecting Academic Outcomes of Underprepared Community College Students." Charles has been on the staff at Prince George's Community College for about a year, and is also a doctoral candidate in educational psychology and methodology at State University of New York at Albany. He has earlier degrees in English from East China Normal University in Shanghai, China. Prince George's is to be commended for producing two consecutive winners of NCRP's Best Paper award. Last year's winner, Karl Boughan, is also on staff at Prince George's.

Call For Nominations For NCRP Awards

One of the functions of NCRP is to identify and make awards to people who have made exceptional contributions in research, planning, or information-based management at two-year colleges. If B. F. Skinner had it at all right, selective reinforcement is an excellent way to have a positive effect. NCRP makes awards in six categories. Persons selected in past years are listed in the NCRP directory and on our web page. Detailed criteria for the awards are there too.

- **Practitioner Recognition Award.** For making a significant contribution in applying research and planning to institutional decision-making.
- **Management Recognition Award.** To an institution's chief executive officer who has contributed significantly to the advancement of research, planning, and information-based management.
- **Special Recognition Award.** To the professional who has made an outstanding contribution toward the goals and aims of research and planning for two-year postsecondary institutions.
- **Service Recognition Award.** To the NCRP member who has contributed significantly to the advancement of the purposes and goals of the Council.
- **Outstanding Journal Contribution Award.** To the author (s) of a research-based or policy discussion article published in NCRP's *Journal of Applied Research in the Community College*.

Not every award is necessarily made every year. NCRP's Executive Committee will make the selections from among those nominated. A suitable form for nominations for an NCRP Award can be downloaded from the NCRP web page, <http://www.raritanval.edu/ncrp>. If you do not have access to the Internet, please call the president, Gene Atkin for a copy. Send your nominations on paper or electronically to the president, <genea@oakton.edu> or mail to Research Office, Oakton Community College, 1600 E. Golf Rd., Des Plaines, IL 60016. The deadline for nominations for awards is Monday, March 1, 1999. ■

NCRP Travel Grant Applications

The deadline for applying for NCRP's travel grant is Monday, March 15, 1999. One NCRP member will be awarded $800 to help defray the expenses of traveling to Seattle to attend the NCRP meeting (Saturday and Sunday) and the AIR Forum (Sunday through Wednesday), May 29 - June 2, 1999. Selection criteria include financial need, membership in good standing in NCRP for at least two years, service to NCRP, and participation in the Forum program (presenting a paper or workshop, moderating a panel, or facilitating a table topic).

An application form is posted on our web page, <http://www.raritanval.edu/ncrp>. Again, if you cannot access the Internet, please obtain a paper form from the NCRP president, Gene Atkin, <genea@oakton.edu> or mail to Research Office, Oakton Community College, 1600 East Golf Rd., Des Plaines, IL 60016. ■

1999 Executive Board Elections

NCRP is seeking nominations for the following new officer and director positions.

President-Elect

Secretary/Treasurer

Directors for

Region I:	New England (CT, ME, MA, NH, RI, VT)
Region IV:	Southeast (AL, FL, GA, MS, NC, SC, TN)
Region VI:	Central South (AR, LA, NM, OK, TX)
Region VIII:	Rocky Mountain States (CO, MT, ND, SD, UT, WY, Alberta, Saskatchewan)
Region X:	Pacific Northwest (AK, ID, WA, British Columbia)

The new terms begin on July 1, 1999. The president-elect serves for three years. The secretary/treasurer and regional directors serve two years. NCRP remains a strong organization due to the volunteer efforts of so many dedicated individuals. We hope you will consider volunteering or encourage a colleague to volunteer to run for one of these positions.

Please send nominations by February 15, 1999, to Katrin Spinetta via e-mail kspinetta@peralta.cc.ca.us; fax: 510/466-7304; or mail Peralta Community College District, 333 East 8th Street, Oakland, CA 94606. ■

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sector. The models used by the private, for-profit sector do not fit us. They have one clear goal: To maximize the return on investment. Our goals are not as clear. Even when we say that "student success" is our goal we fool ourselves if we believe that this is easily planned or measured with the accuracy of bottom line profit.

We need to have planning processes which reflect the complexity of what we do. These processes must fully embrace the natural processes used by professionals to improve their services to students and at the same time reflect the desires and needs of the larger community.

Neither process is mutually exclusive nor of more importance than the other. We cannot make the mistake that, having created a wonderfully explicit linear or integrated planning process, we have solved the problem of planning. We must remember that successful, comprehensive planning in a complex organization is at least three dimensional: linear, integrated and operational. For further information contact, Lawrence Hendrick at HendriL@mail.scc.losrios.cc.ca.us ■

Planning Resources

No longer viewed as merely a "nicety," planning is a necessity — a mandate for determining the well-being of colleges and universities.

For further information on planning consult SCUP's web page: http://scup.org/about.htm The Society for College and University Planning (SCUP), established in 1965, is the only association focused on the promotion, advancement, and application of effective planning in higher education.

A useful planning handbook can be found at http://www.cccco.edu/cccco/facility/handbook.htm Chapter 2, for example, addresses the components of master plans.

The RP Group, California's research and planning association, is currently developing *Planning Resource Guide #2*, which will cover such topics as linking plans with decision making, monitoring and evaluating plans, motivating staff to plan, and master planning. The Guide will be available soon from Julie Slark's office at Rancho Santiago Community College District, 2323 N. Broadway Street, Santa Ana, CA 92706 ($15 fee). slark_julie@cc.rancho.cc.ca.us

National Community College Snapshot

Enrollment:
- 10.5 million students (5.5 million credit; 5 million noncredit)
- 45% of all U.S. undergraduates

Number of Colleges:
- Public — 980
- Independent — 143
- Total — 1,123

Student Profile:
- 42% of all African American students in higher education
- 55% of all Hispanic students
- 40% of all Asian/Pacific Islander students
- 50% of all Native American students
- 47% of first-time freshman
- 58% female; 42% male
- 64% part-time; 36% full-time (12 credit hours or more)
- Average student age is 29 years

Students Receiving Financial Aid:
- Any aid — 35.2%
- Pell Grants — 16.6%
- State aid — 5.5%
- Federal loans — 8.3%

Tuition & fees:
- $1,518 annual average

Degrees & Certificates Annually:
- 482,329 associate of arts degrees
- Nearly 300,000 two-year certificates

Revenue Sources:
- State funds — 39%
- Tuition and fees — 20.5%
- Local funds — 17.3%
- Federal funds — 12.7%
- Other — 10.5%

Top 10 Associate Degree Programs (most degrees awarded)
- Liberal arts, science / general studies, humanities
- Business management & administration services
- Health professions & related sciences
- Engineering-related technologies
- Protective services
- Visual & performing arts
- Mechanics & repairers
- Education
- Multi/interdisciplinary studies
- Computer & information sciences

Top 10 Certificate Programs
- Business management & administration services
- Health professions & related sciences
- Mechanics & repairers
- Engineering-related technologies
- Precision production trades
- Protective services
- Personal & miscellaneous services
- Vocational and home economics
- Transport & material moving workers
- Construction trades

Source: http://www.aacc.nche.edu

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Regional News

Region I: CT, ME, MA, NH, RI, VT
Mary Ellen Goldstein, Regional Director

Through an increase in cash grants, federal tax credits that reimburse families for tuition, Pell Grants, and a 22% cut in tuition over the past three years, Massachusetts' 15 community colleges have been able to make going to college free for families with incomes below $36,000. Fall enrollment at 71,700 students reflects a 5.4% increase. The number of full-time equivalent students increased 7.1%. Officials in Minnesota, Mississippi, and North Carolina have also discussed making community colleges free with the help of the tax credits. (Tuition in California community colleges is $12 per unit; tuition and fees national annual average is $1,518).

In order to stabilize costs, the Massachusetts Board of Higher Education (MBHE) has directed that administrative costs be reduced to within 10% of the average costs per FTE student at peer institutions. The MBHE has established, with the Legislature, an Endowment Incentive Program, which matches every two dollars raised from private sources by the campuses with one dollar from the Commonwealth. MBHE limited the amount of remedial education offered at U Mass and the state colleges, encouraging students who require remedial courses to enroll at the community colleges. MBHE also required campuses to eliminate an existing program when proposing a new program. Refer to "Mindpower in Massachusetts: A Report on Public Higher Education in the Commonwealth" <http://www.mass.edu/ir/index.htm>.

The Board of Higher Education's Arthur Gelb College-to-School Report, a system-wide initiative to provide high schools and colleges with information on the performance of Massachusetts high school graduates enrolled in Massachusetts public postsecondary institutions, is available at <http://www.mass.edu/ir/c2school/98/c2s98.html>. "Segment Summaries," a system-wide summary that provides aggregate numbers and percentages of full-time students enrolled in remedial English and math courses, may be useful for other states for comparison purposes. Highlights regarding student performance at the community colleges reveal that:

- Approximately 37 percent of the full-time community college students in the report were enrolled in a remedial English course and 39 percent were enrolled in a remedial math course in Fall 1996.
- Of the community college students enrolled in remedial courses, 54 percent of the students in English remedial courses returned to the same institution in Fall 1997, and 54 percent of the students in remedial math courses returned in 1997. The overall return rate for students in the Fall 1996 community college cohort was 56 percent.
- Returning community college students in the report earned an average 19.5 accumulated credits by Fall 1997.

Region II: NJ, NY, Puerto Rico, Virgin Islands, Quebec
Mary Lou D'Allegro, Regional Director

The state of New Jersey is moving closer to a statewide electronic transfer articulation system. The purpose of the transfer initiative, funded by Rutgers, the State University of New Jersey, is to improve the evaluation and increase the acceptance of credits earned at community colleges to four-year schools. This will be accomplished, in part, by purchasing ARTSYS, a computerized articulation system. The system will allow students to ascertain the transferability of any course at their current institution to Rutgers University. It will also allow students to evaluate their transcripts against program requirements at the receiving institutions who participate in ARTSYS. In addition, a transcript could be electronically sent to Rutgers, improving response time regarding the transfer of community college courses. With the support of state funding, it is hoped that ARTSYS will be available to other New Jersey post-secondary institutions.

A common complaint of community college students is the loss of earned credits when transferring to four-year institutions. More specifically, students sometimes are unable to transfer credits taken at community colleges to meet program requirements at four-year institutions. Students that take advantage of the Rutgers transfer articulation pilot have the opportunity to engage in more effective academic advising than may be available on their own campus. Therefore, they would have a better chance of maximizing the number of credits transferred.

On the receiving end, Rutgers University enrolls about 66% of the NJ community colleges' students who are accepted. The yield is slightly less, 64%, for NJ community college graduates who earned an A.A. or A.S. degree. Rutgers hopes to increase the yield for both transfer groups.

New Jersey joins at least a half dozen other states who are currently using or developing systems vis-a-vis ARTSYS. ARTSYS was originally developed for the Maryland community colleges. A statewide transfer

articulation program in Pennsylvania, with ARTSYS as its backbone, is currently being developed. Other Eastern states that have statewide transfer articulation initiatives, but do not necessarily utilize the ARTSYS computer system include Connecticut, North Carolina, Tennessee and Florida. The American Council on Education (ACE) recently issued a major policy statement, "Setting the National Agenda: Academic Achievement and Transfer." ACE asserts that qualified community college students should be able to "transfer easily and routinely" to senior colleges and universities. "Entry to senior colleges or universities by community college students, i.e., transfer, is central to the realization of equal opportunity in education." New Jersey appears to be heading in that direction.

Region III, DE, DC, MD, PA, VA, WV
Hershel Alexander, Regional Director

At the recent NEAIR conference in Philadelphia, NCRP members from Maryland participated in a panel presentation with the Maryland Higher Education Commission about recent studies that two institutions in the state have completed to investigate the transition from high school to college. The presentation will be given at the upcoming AIR conference in Seattle as well.

In other news, Craig Clagett (formerly Director of Institutional Research and Analysis at Prince George's Community College) has become Vice President for Advancement, Marketing, and Assessment at Carroll Community College (Maryland).

Region VII: IA, KS, MO, NE
Ron Pennington, Regional Director

Iowa: The Iowa Department of Education's Division of Community Colleges has begun implementation of the new statewide management Information System for the collection and reporting of enrollment and other data from Iowa's fifteen community colleges. The MIS includes five components: credit student characteristics (enrollment and demographics), noncredit student characteristics, human resources, financial and program data. Janice Nahra Friedel, Administrator of the Division of Community Colleges, took charge of the development of the MIS shortly after assuming her position in August of 1997. The system had been under development for several years without much progress, so Friedel created a team consisting of personnel from the Department and from the colleges to "rescue" the system in time for fiscal year-end reporting for 1998. Dana Rosenberg, Assistant Director for Institutional Research at Eastern Iowa Community College District, served on the team. The creation of the MIS enables the Department of Education's Division of Community Colleges to provide standard reports to the colleges, the public and Iowa legislature about Iowa's community colleges, students and programs. This electronic data collection method will eventually replace many reports currently collected on paper. A major part of the development of the system was standardization of data definitions, which will allow for greater comparability of data among the community colleges in the state. Iowa's community colleges are independent entities with local governing boards. The role of the Department of Education, while regulatory in some respects, is not a true coordinating body as is found in some states. This arrangement creates the opportunity for colleges and the department to work together cooperatively rather than in an adversarial atmosphere. That cooperation has been evident in the development and adoption of the data elements and definition of the MIS.

Dr. Dana Rosenberg was one of six recipients of the 1998 Chancellor's Award at Eastern Iowa Community College District (EICCD). The award was established to recognize individuals for outstanding service and to encourage exemplary work performance. The Chancellor's Award is based on individual contributions to the development or operation of EICCD and its mission during the preceding year. Rosenberg was recognized for her commitment to Continuous Quality Improvement and customer service as well as for her work on projects for two external agencies: the Iowa Department of Education and Iowa Public Television.

Nebraska: Community colleges in Nebraska are continuing to work on a Postsecondary Measures and Standards data collection process. The data collection activity is currently concentrating on the development and collection of process and outcomes data.

Missouri: Directors of Institutional Research from Missouri's community colleges have met with representatives from the Coordinating Board of Higher Education (CBHE) to discuss the possibility of reformulating the state's Funding For Results (FFR) performance indicators. FFR data are used by CBHE to prepare the state's annual Progress Report On Achievements of Statewide Public Policy Initiatives and Goals to the state legislature and to determine how a limited percent of the state's community college allocations will be distributed to community colleges. These allocation decisions are based on the quantitative raw counts of each school's FFR indicators. Both groups agreed that more specific and valid indicators are needed for future FFR reporting and decisions. CBHE

also agreed to work with the Directors to help them gain access to the Missouri Department of Labor's wage and income data base, thus allowing individual schools to collect additional performance indicators at the institutional level. CBHE is already collecting these data from the Department for a RTEC study they are conducting in the state. Finally, the state's community college presidents and chancellors have asked the state institutional research directors to investigate issues/concerns related to the transferability of courses between community colleges and public four-year colleges/universities. The Directors plan to implement a statewide survey to collect the data for this project.

Region X: AK, ID, OR, WA, British Columbia
Jack Bautsch, Regional Director

Pima Community College in Tucson has completed a study of faculty workload policies and practices in community colleges. Twelve community colleges from throughout the country were surveyed regarding: contractual and actual annual faculty workloads, loading formulae for various class types (lectures, laboratories, etc.), and overload and release/reassignment policies, among other topics. Among the findings: for institutions on a semester calendar, the annual contractual faculty workload is consistently 30 load hours (45 load hours for those on a quarter calendar). In almost all cases, lecture classes load at 1 load hour per credit (or weekly contact) hour. The only exception: English composition classes at some institutions load higher than 1 load hour per credit hour. There is considerable interinstitutional (and some intra-institutional) variation in the loading of laboratory classes. In most instances, laboratory classes load at less than 1 load hour per contact hour, although the range for the institutions in the sample is .33 to 1.25 (for at least some laboratory classes) with a median of .775 load hours per contact hour. Sixty-two percent of the colleges vary loading by discipline, 85 percent by course format (lab, activity, self-paced). The maximum instructional overload allowed by the colleges ranges from 6 to 22 credit hours per year. ■

1998 -1999 AACC Research Agenda

AACC encourages consideration of the three elements of access, learning process, and outcomes/value added while designing research projects related to the following 5 issues:

1) **Technology**— the effect of technological advances on the curriculum, teaching and learning, and the administrative functions of the colleges.

High Performance Learning Project

The following colleges are participating in the High Performance Learning Project, an 18-month initiative sponsored by the National Association of Private Industry Councils (NAPIC), in collaboration with the American Association of Community Colleges (AACC) and Instructional Systems, Inc. (ISI): Lawson State Community College (AL), Illinois Central College -Peoria Campus (IL), Los Angeles Community College District (CA), Maricopa Community Colleges (AZ), Gateway Technical Community College (CT), Volunteer State Community College (TN), Mt. Hood Community College/Portland Community College (OR), Prince George's Community College (MD), and St. Paul Technical College (MN). The project is designed to place more than 2,200 welfare recipients into high-demand occupations while simultaneously teaching them computer and basic job skills that will enhance their long-term employment potential.

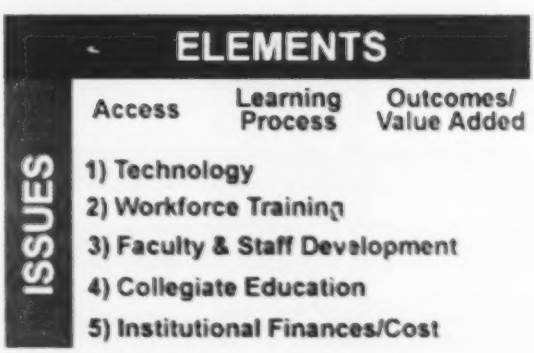
2) **Workforce Training**—the effectiveness of training programs and the role community colleges do/should play relative to other workforce education providers.

3) **Faculty & Staff**—changes in teaching methods and administrative roles and related professional development needs of the new technology-oriented class/office and the part-time/adjunct faculty.

4) **Collegiate Education**—community colleges' performance with regard to the "traditional" higher education missions; how effective remedial/developmental education programs are; how well links and collaborations with other educational sectors work for the "seamless" educational system; how well community colleges prepare non-English-speaking students for collegiate experiences.

5) **Institutional Finances/Cost**—the effect of changing funding patterns on student enrollment, deferred physical maintenance bills, and increased technology costs; how contract training fits into the community college finance structure.

http://www.aacc.nche.edu/research/research.htm



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Parameters is the official newsletter of the National Council for Research and Planning. The NCRP is a council of the American Association of Community Colleges dedicated to improvement of two-year post-secondary education through research, planning and information-based management. NCRP is also an affiliate of the Association for Institutional Research. Layout: Jo Ann Phillips

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Newsletter of the National Council for Research and Planning

May 1999

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Workforce Investment Act

Community college institutional researchers across the country are expected to be called upon to help develop implementation strategies for the accountability reporting provisions of the Workforce Investment Act of 1998 (WIA--Public Law 105-220) at the state/local levels. WIA represents the culmination of five years of federal debate about how best to coordinate and streamline second chance workforce development programs and services. Many of these programs have a history of working with community colleges to deliver services. The knowledge that institutional researchers have of assessment and outcomes reporting combined with their familiarity with occupational/vocational college programs will be important in WIA implementation, planning and strategy development. Even if your interest in the WIA is limited, it is worth your time to look at the measures and pending measurement strategies to see how one of the major federal initiatives is defining outcomes and using its dollars to leverage much broader reporting.*

This article highlights accountability provisions in WIA Title I which will replace the Job Training Partnership Act (JTPA) effective July 1, 2000. (Some states will elect to implement on July 1, 1999, but the expectation is that there will be no more than a dozen.) Moving from JTPA to WIA Title I will increase the student populations on which participating colleges report. The portions of the Act that institutional researchers will want to examine most closely are the Performance Accountability System (Section 136) and the Identification of Eligible Providers of Training Services (Section 122). There is much more to the WIA than can be addressed here. This article incorporates Internet resources for researchers who want to gain further insights into WIA. Understanding the key concepts and levels of service described in the Act is necessary before taking a look at WIA Performance Accountability and Provider Certification.

Underlying Principles. Key concepts of the Act include:

- a work first emphasis,
- increased focus on mandatory accountability/ outcomes reporting,
- a system for provider certification and consumer reporting at the individual training program level,
- streamlining services through the One-Stop Delivery System,
- empowering individuals and promoting customer choice through Individual Training Accounts (ITA)/ vouchers,
- promoting universal access to basic services, and
- increasing roles for local workforce investment boards (WIBs) which are chaired by the chief local elected official (e.g., county board chair) .

Three Levels of Service. There are three levels of service that colleges and other providers can furnish to individuals. The underlying work first emphasis in the Act dictates that only individuals who cannot be served effectively through the more basic services are referred to higher levels of service. The levels of service are:

- Core Services such as job search and career counseling.
- Intensive Services which includes comprehensive assessment, short term pre-vocational information services, and case management.
- Training Services are the point at which Individual Training Accounts/ vouchers (ITAs) are used and include occupational training, adult education, customized training, on the job training and skill upgrading/retraining activities.

Community colleges may be involved in all three levels of service delivery. Occupational/vocational training and adult education programs offered by colleges fall into the training service category. Providers of training services have the ability to accept ITAs/vouchers and

Continued on page 2

*Core measures also exist under WIA Title II which covers Adult Education (Section 212 Performance Accountability System). Information on WIA Title II is available at: http://usworkforce.org/wialaw.txt The Postsecondary performance reporting requirements under the Carl D. Perkins Vocational and Technical Education Amendments of 1998 represents another recently modified set of federal requirements. Information about Perkins III is available at the following internet site: http://www.ed.gov/offices/OVAE/VocEd/InfoBoard/legis.html)

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are subject to the Performance Accountability System. Entities that offer training services must meet eligibility requirements. It is important to note that accountability takes place at the program level (e.g., business machine repair). Although reporting requirements are more extensive for ITA/voucher recipients, once a college or other entity accepts vouchers there are reporting requirements for both voucher recipients and the larger student population. A slide show overview of WIA Performance Accountability provisions entitled, *The Year 2000 Odyssey,* is located at the following internet site: http://usworkforce.org/training/ and can be downloaded.

Core Measures. The WIA Title I Workforce Investment System Core Measures (Section 136) for Adults and Dislocated Workers and Youth are listed below.

Measures for Dislocated Workers/Adults and Youth Age 19-21

- Entry into Unsubsidized Employment
- 6-month Retention in Unsubsidized Employment
- 6-month Earnings Received in Unsubsidized Employment
- Attainment of Educational Credential
- Attainment of Occupational Skills Credential

Youth Age 14-18

- Attainment of Basic, Work Readiness And/or Occupational Skills
- Attainment of Secondary School Diplomas/equivalent
- Placement and Retention in Post-secondary Education/training, Military, Employment, Qualified Apprenticeships

Customer Satisfaction (All Groups)

- Employer
- Participant

States and local Workforce Investment Boards may establish additional measures.

The consultation paper on WIA Title I Performance Accountability Measurement for the Workforce Investment System contains more precise draft definitions of the measurement strategies (e.g., numerator/denominator, timing of measurements, etc.) and is located at the following internet address: <http://usworkforce.org/perfacct.htm>. This consultation paper contains many of the specifics that interested researchers have been anticipating since the measures were initially announced. Relatedly, states can be eligible for incentives or can be sanctioned based on their performance. The consultation paper on Awarding Incentive Grants and Applying Sanctions for Title I programs under WIA can be reviewed at the following address: <http://www.usworkforce.org/incentivepre.htm>.

Eligible Providers of Training Services. The WIA also includes a section on the Identification of Eligible Providers of "Training Services" (Section 122). For those programs which are certified to provide "Training Services" and receive vouchers, information will be required on all participants in four areas:

- Program Completion Rates.
- Employment/Placement Rate.
- Wages at Employment/Placement.
- Program Cost Data.

Colleges may include information on training related placements. Programs will also be required to report Core Measure outcomes for voucher recipients.

Centralized Reporting Encouraged. A review of the WIA reveals that the legislation contains elements which encourage a centralized approach to compliance accountability reporting. Many statewide community college coordinating boards have probably already begun working to assist colleges in WIA outcomes data collection and reporting. Key phrases emphasizing a statewide approach from the Act include , "In measuring the progress of the state on state and local performance measures, a state shall utilize (Unemployment Insurance) quarterly wage records, consistent with state law." There is an emphasis on "ensuring nationwide comparability of performance data." Performance levels at a minimum should be "expressed in an objective, quantifiable, and measurable form; and show state progress toward continuously improving in performance."

Local Workforce Investment Boards. At the same time, local Workforce Investment Boards (WIBs) will play an important role in implementing key service delivery provisions of the legislation. Memoranda of understanding (MOU) will be developed to clarify relationships among participating local programs involved in the One Stop Delivery System (e.g., operational funding, methods of referral, etc.). Many community colleges are expected to actively participate in the One Stop System. It is important that these memoranda be written in a manner which optimizes a college's opportunities to be given credit for their assistance in helping students achieve successful outcomes.

Additional Resources. Institutional researchers have the knowledge and skills to help their state community college systems and local community colleges participate as successful partners in the Workforce Investment System described in WIA. For further reading, consult:

Continued on page 3

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http://usworkforce.org/siteindex.htm This site was created to share timely information and answer questions about the Act. If you have a research interest in this area, it is worth book marking the *What's New* section and checking periodically for updated information at <http://usworkforce.org/whatsnew/asp/whatsnew.asp>. Additionally, the WIA Interim Final Regulations are available at <http://usworkforce.org/finalregs.htm>. The American Association for Community Colleges has produced a good overview of WIA and its implications for community colleges at the following internet site: <http://www.aacc.nche.edu/leg/docs/WIA.htm>.

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President's Message

NCRP members are invited to join fellow colleagues at three events scheduled before and during the AIR Forum at Seattle.

1) On Saturday, May 29, our usual Saturday dinner will include a brief program for recognition and presentations of awards for outstanding contributions in research and planning at community colleges. Meet at the concierge's desk at the Sheraton Hotel at 6:00 p.m. with shoes comfortable enough to walk to Il Fornaio (Pacific Place at 600 Pine Street), a near-by restaurant.

2) On Sunday, May 30, at 3:00 p.m. NCRP will have a program on performance measures and state funding. This program is by and for NCRP members. Loretta Seppanson, Director of IR for the Washington State Board of Community and Technical Colleges (and a past president of NCRP) is chairing this presentation. She has done a lot of good work in this area. Place: Sheraton Hotel, 2nd floor, West Ballroom B.

3) Tuesday, June 1, 10:30 - 11:10: NCRP Best Paper Presentation. Jishen (Charles) Zhao, Prince George's Community College in Maryland, presents his paper, "Factors Affecting Academic Outcomes of Underprepared Community College Students." This paper was selected by an NCRP committee as the best paper of the year on the subject of two-year or community colleges. Sheraton, 4th floor, room 416.

Plan to include all three events on your personal program.

—Gene Atkin, President

Incentive Funding in Florida

Performance Based Incentive Funding (PBIF)

Performance Based Incentive Funding (PBIF) was created by F.S. 234.249 in 1995. The purpose of the program is to reward institutions that train students in the necessary vocational skills to meet the needs of the state and local work force. By responding to the needs of business and industry, it is believed that the self-sufficiency of people who might receive public assistance will increase and the earnings of all state residents will improve. The first year of funding for institutions through this program was based on 1994-95 student enrollments and completions.

The first step is to analyze the statewide needs of industry and to identify the vocational programs that will provide the individual with the appropriate skills. The Occupational Forecasting Conference (OFC) identifies the occupations based on workforce needs or new growth of industries in Florida. Local education agencies review the list and may provide additions or deletions to the OFC list by providing documentation that support the criteria. Jobs Education Partnership (JEP) reviews the documentation and revises the list if the occupations meet the established criteria. The criteria are:

- Will the program or occupation encourage economic growth?
- Does it provide training to those who require public assistance?
- Will it increase the earning potential of state residents?
- Is the average hourly wage at least $7.50/hr? (The average increased to $9.10/hr in 1996-1997.)

The occupations are linked to the Classification of Instructional Programs Codes (CIP). CIP codes are the statewide mechanism identifying vocational programs by educational level and content. Incentive funds are provided to institutions for students in approved Postsecondary Adult Vocational (PSAV), Postsecondary Vocational Certificate (PSV), and Associate in Science degree programs with approved CIP codes.

Student outcomes that qualify for incentive funding include (1) program completions, (2) placements of completers or leavers in a field related to the program major or earning at least $7.50 per hour, and (3) enrollments in eligible programs of "targeted population" students. Earnings by an institution vary by the type of outcome.

Additionally, incentives are at a higher rate if the students are traditionally harder to serve and find it more difficult to find employment. These students referred to as the "Targeted Population" are shown in Table 1 (next page).

Continued on page 4

TABLE 1 Targeted Population Students

Students classified
- JTPA-EDWAA (dislocated workers)
- JTPA-Title II (economically disadvantaged, school dropout or basic skills deficiency)
- Project Independence (Referenced as WAGES as of 1996-97)

Students classified as Economically Disadvantaged (receives Pell Grant, other financial aid grant or food stamps)

Students with Disabilities

Students with Limited English Proficiency

A final component of PBIF is called Quick Response. This is a relatively short set of courses that is designed to rapidly train workers for specific jobs to meet the needs of local businesses. These generally are non-credit (non-degree) courses. Incentives are earned for enrollments of the targeted students, their completions and placements.

Incentive funds are calculated on a student-by-student basis. The Student Data Base, which contains seven (7) types of student data (demographics, entry level test scores, acceleration type, program of study, degree earned, courses taken and grades received, and financial aid type), is used to identify enrolled students, completers and leavers that may meet the eligibility criteria for the college to earn PBIF incentive funds. The Division of Community Colleges (DCC) generates lists of targeted and non-targeted students in the approved vocational programs for each college identifying them as enrollments, completers and leavers. The DCC verifies the targeted status of the students by sending names and social security numbers to Children and Family Services and to the Department of Labor. To obtain placement information, the names and social security numbers of completers and leavers are sent to FETPIP. In every instance, the college may supplement the data obtained from the state agencies. For example SPJC uses the Recent Alumni Survey to supplement placement data obtained at the state level. When all data has been verified and supplemented, it is forwarded to JEP for calculation of funds earned by the college.

The amount of money the college receives varies. Table 2 shows the components that earn incentive dollars and the pricing schedule for 1995-96.

TABLE 2 1995-96 PBIF Pricing Schedule

	Non-targeted Students		Targeted Students	
	Certificate	Degree	Certificate	Degree
Enrollments	00.00	00.00	135.22	135.22
Completers	405.67	676.12	811.34	1352.23
Placement of Completers	405.67	676.12	811.34	1352.23
Placement of Leavers with Marketable skills	405.67	476.12	811.34	811.34

Program Based Budgeting (PPB) Another statewide program that rewards colleges with incentive dollars based on outcomes is Program Based Budgeting (PPB). The first year that colleges began receiving funds through PBB was 1996. PBB focuses on completers and their success. Colleges earn points based on specific criteria and then are funded based on the number of points earned. Both PBB and PBIF bear some similarities in the requirements for earning incentives, especially as they relate to targeted students. The outcome measures for PBB are:

- Completers from A.A., A.S. and Certificate programs (1/2 counted)
- Success of graduates
  - Remediation (students tracked for 5 years; if the student is enrolled in remediation classes during this tracking period, they are counted)
  - Economically Disadvantaged (Pell recipients, JTPA, etc.)
  - Disabled
  - Limited English Proficiency (students are tracked for 5 years)
  - Passed Licensure Exam (if applicable)
  - Placed in a related job
  - A.A. Degree Excess Hours (number of A. A. completers who graduated with fewer than 72 total attempted hours).

The major difference between the programs is that PBB includes the following additional outcome measures:

- A.A. degree students
- Completion of college prep courses/passing licensure exam
- Excess hours

In 1996-97, the legislature appropriated $12 million to PBB. Five million dollars were allocated for both Measures I and II (Completers and Success of Completers) and $2 million for Measure III (Excess Hours).

TABLE 3 Performance Based Program Budgeting Earnings by Measures

Data Year	Funding Year	Measure I Completers	Measure II Special Categories	Measure III AA Only	Total Fund Distribution
95-96	96-97	$340,500	$378,661	$202,076	$921,238
96-97	97-98	$296,199	$350,004	$162,716	$808,920

In 1998-99, a new incentive program was implemented, the Work Force Development Program. The focus and funding (which is still in the planning stage) will be based on performance. The performance "output" measure for a vocational program is student completion of an occupation completion point, certificate or degree. Performance "outcome" measures include placement and retention after completion of a completion point or program of study.

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Regional News

Region II: Mary Lou D'Allegro, Regional Director
NJ, NY, Puerto Rico, Virgin Islands, Quebec

NEAIR, North East Association of Institutional Research, recently sponsored a workshop about the web resources pertinent to institutional research and planning offices. The seven hour seminar outlined the basic types of World Wide Web resources and demonstrated the use of intranets and data warehouses in higher education. The AIRWeb.org website is a great place to start for resources. Of the 2,700 links listed on the site, a few websites have developed powerful search engines that enable retrieval of large amounts of data. For example the National Science Foundation has developed a report utility called WebCaspar. WebCaspar takes advantage of NSF and NCES survey databases. The user can create a report by following a set of easy instructions similar to a Reports Wizard. The data and level of data aggregation can be modified without having to start the Wizard from scratch. The user then has the option of downloading the report in several different formats including Excel, ASCII and HTML. An icon, signaling help is always conspicuously displayed at the top of the page.

The Data Analysis System, DAS, is a Windows software tool that allows access to Department of Education survey data. DAS is funded by the National Center of Educational Statistics. As with WebCaspar, DAS can generate tables based on variables specified by the user. Once the variables of interest are chosen or "tagged," the user must determine what sub-samples will be included in the output table. In some cases, the type of statistic that is reported can also be specified. DAS can also generate correlation matrices. One minor inconvenience is that the software has to be downloaded onto the user's computer to enable use.

The most procreant website pertaining to community colleges is maintained by Maricopa Community College. The site can be found by clicking on "Community Colleges" in the administration section of AIRWeb.org and then "Community College Web." One of the beneficial features is its interface to search through 152 web resources amassed by the web page authors. Users can search by category, keyword or geographic location. The search can also limit the search to other community colleges. The user also has the option of adding a website to the Maricopa list. Although not all the links are solely for community colleges, the list provides a good beginning for gathering community college information on the Internet.

Region III, Hershel Alexander, Regional Director
DE, DC, MD, PA, VA, WV

As of last fall, Helene Whitaker (Vice President for Administrative Affairs at Northampton Community College, PA) reports that her institution became one of 200 colleges across the country to establish *Learning Communities*, whereby two courses are taught back to back by two faculty members teaching together. This new initiative is designed so that groups of students spend a concentrated period of time with one another exploring a topic with a team of faculty members. Geared towards first-year students, the program gives students a sense of how subjects interrelate and provides opportunities for discussion. Moreover, the program is a way to meet students' social and intellectual needs as they make the transition to college.

Studies done in other parts of the country show that students involved in *Learning Communities* have lower drop-out rates and greater intellectual growth than their counterparts in other classes. A study conducted by Temple University last year revealed that students in *Learning Communities* had higher average grades and better retention of material than their peers. Northampton Community College faculty members believe that these findings are due, in part, to the sense of community that many students feel from being part of a group that spends so much time together. Many new students worry about two things: "Am I going to succeed, and will I make new friends?" The *Learning Communities* ease the angst of these students. This past semester, students in a reading class and in a sociology class worked together in a *Learning Community* studying the relationship between personal lives and public issues. In another *Learning Community*, students in writing courses and sociology courses honed their writing/critical thinking skills while grappling with global issues of race, gender, and language.

The experiment with *Learning Communities* began in fall 1998, and every student who had participated returned this spring semester. As a result, the initial sense at Northampton Community College is that the program goes a long way towards putting first-year students on the road to academic success. Because of

its experience so far, NCC plans more of these *Learning Communities* opportunities. And the institutional research office will work with the Learning Center staff to follow the progress of these first *Learning Communities* students.

Barbara Macht (Director of Institutional Research and Planning at Hagerstown Community College, MD) conducted a recently published economic impact study. The study documented the positive effect of the college, a major enterprise in Washington County, Maryland. Within a cycle of direct and indirect spending, the economic impact of Hagerstown Community College, its employees, and its students was approximately $62,036,586 in fiscal year, 1997. The model that was used to derive the estimate of economic impact was taken from *Economic Impact Studies in Community Colleges - The Short Cut Method* (National Council for Resource Development, resource paper #48, 1992). Other data sources included the Consumer Price Index and the Hagerstown-Washington County Economic Development Commission. Variables studied and used in the economic impact formulas included total college expenditures (in-county as well as out-of-county), disposable incomes of college employees, expenditures of out-of-county employees, and college-related expenditures of students.

The multiplier effect was conservatively established as 2.07, which the U.S. Bureau of Economic Analysis uses as a standard for areas the size of Washington County. The multiplier effect is determined through an economic principle that states that college-related spending for goods and services in a county stimulates the local economy whenever a local dollar changes hands. The multiplier reflects the final impact of initial expenditures. Economists estimate that the multiplier effect ranges from one to more than three exchanges. Higher multipliers are used in areas that are larger, are more self-sufficient, and have a more diversified tax base. Direct spending and indirect spending (in-county and out-of-county) was studied. During fiscal year, 1997, each dollar that the county government invested in the college resulted in direct in-county spending of $1.78 and in indirect in-county spending of $3.68.

Ronald Head (Executive Director of Planning and Information Technology at Piedmont Virginia Community College) is president-elect of the Southeastern Association for Community College Research (SACCR). His presidential duties include serving as program chair for the 28th Annual SACCR Conference. The event will be held this summer (August 1 through 4) in Norfolk, Virginia. The conference theme is *The Impact of Technology on Teaching, Learning, and Research*.

On August 2, there will be a keynote address by Dr. James Morrison, Professor of Higher Education at the University of North Carolina and editor of *On the Horizon*. In addition to his keynote address, Dr. Morrison will conduct a half-day workshop on how technology will shape teaching, learning, and research at community colleges of the 21st century. Dr. Arnold Oliver, Chancellor of the Virginia Community College System, will address the conference on August 3. Among the questions that the conference will raise include: What strategies do community colleges employ to remain on the cutting edge of technology? How can community colleges afford the high price tag of technology? How has technology changed teaching and learning? How has technology changed institutional research?

If you are interested in submitting proposals for the conference please contact Ronald Head by snail mail at Piedmont Virginia Community College, 501 College Drive, Charlottesville, VA 22902 or by e-mail at rh2d@pvcc.cc.va.us. Proposals received by May 7, 1999 will be sent in the July program to conference registrants. If you are not interested in presenting a proposal, you might still wish to contact Ronald about attending the conference. The Norfolk area offers a variety of wonderful diversions, and the intimate, personal atmosphere of SACCR will guarantee that you make at least one new institutional research friend!

Region IX: Frankie Santos Laanan, Regional Director
AZ, CA, HI, NV, the Pacific Trust

The California Association for Institutional Research (CAIR) is conducting a Professional Development Workshop on "Innovations in Survey Research" on Friday, May 7, 1999 from 9:00 a.m. to 4:00 p.m. at the Park Plaza Hotel, Oakland, California. The morning session will feature: 1) Dr. Linda Bourque, Professor of Community Health Sciences at UCLA who will speak on conducting mail surveys and writing good surveys; 2) Ken Gross, President, California Survey Research Services, Inc. will address Telephone Survey Methodology; and 3) Catherine Cottle, Senior Accounts Executive, Survey Sampling, Inc. will discuss non-commercial presentation on survey sampling. The afternoon session features Robert Daly, Director of

Analytical Studies and Information Management, University of California, Irvine. He will address Web Based Survey Methodology. The fee is $35 for CAIR members and $60 for non-members. Space is limited. For more information contact Debbie Ellis at 510/642-2398 or email dellis@uclink4.berkeley.edu ■

AACC Commission on Research

The American Association of Community Colleges (AACC) Commission on Research met in Washington, DC, on November 4-5, 1998, with Diane Troyer (President, Tomball College, TX) presiding as Commission Chair. Harriott Calhoun, NCRP representative, submitted the following report.

The National Study on Community College Remedial Education: This study is co-sponsored by the League for Innovation in the Community College and AACC, in cooperation with the Education Commission of the States. It is funded by Pew Foundation and coordinated by Robert McCabe, who spoke to the Commission about the study. The goals of the project are to develop a base of information that will inform both community college leaders and public decision-makers. The research will involve follow-up on the educational and life attainments of selected students, drawn from 20 representative colleges, who began courses in the fall of 1990. At the conclusion of Phase I, reports are expected to be issued in March of 2000, followed by a detailed book that will be published in the summer of 2000. Phase II will involve work with community college leaders and public decision-makers in at least six states in establishing community college remedial education policy. Robert McCabe is an articulate and passionate advocate for community college education, so the reports and resulting book will undoubtedly be interesting to those of us in community colleges and, hopefully, to public decision-makers as well.

AACC-ACT Community College Student Profile: AACC and ACT are working together to develop a survey instrument and conduct a national study that will profile the diversity of community college students (credit and non-credit; general education and occupational/ vocational; traditional and non-traditional age). The first phase of the project will involve a pilot study with the survey instrument, in spring of 1999. The full-scale national survey is expected in fall of 1999. Colleges may volunteer to participate in this survey at no direct costs to the institution. I want to share with you my enthusiasm for this project. Public policy seems always to be based on assumptions that are not representative of the majority of today's college students, particularly those in community colleges. While individual community colleges survey their own students, variations in survey questions and research methodology make it impossible to aggregate the results to effectively and appropriately profile them nationwide. While one national study will not erase the false picture of students in higher education, it may go a long way in creating a national profile of who community college students are, why they attend, what factors make it difficult for them to continue their studies, and what benefits they receive from their community college experiences. This project, funded entirely by ACT, may lead to a survey instrument that ACT will later market. I hope that you encourage your institution to participate. For further information contact Kent Phillippe at AACC, 202/728-0200, ext. 222.

FERPA and Student Privacy Issues: I have become particularly concerned recently about interpretation of FERPA by the Family Policy Compliance Office (FPCO) that has led some universities in my state to change their policy about providing student-specific information to community colleges on the transfer of their students. This information is particularly critical as we attempt to respond to the IPEDS Graduation Rate Survey and comply with Student-Right-to-Know (SRTK) requirements for reporting and disclosing graduation/ transfer. In response to my request, AACC's legislative liaison, David Baime, attended the commission meeting to discuss this issue. In his opinion, the Family Policy Compliance Office has taken a firm position that they are not likely to be persuaded to change. They have interpreted that it is a violation of FERPA for a college/ university to provide student-specific information to the college/university from which students have transferred, because the "sending" institution (in the view of FPCO) no longer has an "educational interest" in those students. Mr. Baime will be pursuing a "legislative remedy" in the form of a technical amendment to FERPA that would include language that specifically permits institutions to provide information for the purpose of complying with IPEDS Graduation Rate Survey and SRTK requirements.

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Family Educational Rights & Privacy Act (FERPA)

The purpose of this article is to give a brief overview of the Family Educational Rights & Privacy Act (FERPA) and point out some of the implications for institutional research professionals. The FERPA regulations of 1974 as amended, commonly known as the Buckley Amendment, were published in the Federal Register in 1976. The 1996 changes to FERPA affect higher educational institutions by

- Eliminating the requirement that each institution have a FERPA institutional policy,
- Requiring state educational agencies to afford access to student educational records, and
- Making a reasonable effort to notify a student of its intent to disclose educational records if legal action is initiated against that student.

Despite the first point, more and more institutions are creating or revising their campus FERPA policies rather than eliminating them.

FERPA was designed to protect the privacy of student educational records and to allow students to review those records. The regulations apply to all who have been in attendance at postsecondary institutions. Excluded from FERPA are educational records of applicants for admission. It also does not pertain to educational records of former (alumni) students. An institution may not release a student's educational record outside the institution without the written consent from the student.

There are, however, some items from an educational record that can be released to external parties without consent from the student. These exceptions are designated as "directory (public) information." This includes the student's name, address, home telephone number, e-mail address, dates of college enrollment, major, campus attended, enrollment status, receipt of degrees, date of graduation and participation in officially recognized campus activities. Students have the right to withhold the release of "directory information" and are usually informed of this right on an annual basis. Once a student requests that his/her information be withheld, the hold remains in place until the student removes it.

Institutions may disclose educational records without the consent of the student to college employees who are deemed to have "legitimate" educational interest. The following criteria should be taken into account when determining the legitimacy of a request of student information:

- The information is within the context of his/her assigned responsibilities,
- The information is used within the context of official business, and
- The task must be determined to be consistent with the purposes for which the data are maintained.

The last two criteria are the crux of institutional research data requests. The Act specifically states

Continued on page 4

A study conducted by the American Society of Training and Development concluded that in the next ten years:

- 74% of Americans working today will require retraining,
- 15 million manufacturing jobs will require different skills than are required today,
- 37 million people will need entry-level training, and
- Technical skills need updating every 4 years.

According to the U.S. Department of Education, by 1995

- 44 percent of all college students were over 25 years old,
- 54 percent were working,
- 56 percent were female, and
- 43 percent were attending college part time.

In 1997, more than 76 million American adults, 40 percent of the adult population, participated in one or more adult education activities, up from 32 percent in 1991.

Source: http://www.microsoft.com/education/hed/online/extendcc.htm

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President's Message

Greetings all, and welcome! First a personal note: as many of you have already learned, I have changed jobs—on July 16, I began my duties as Director of Institutional Research and Planning for the Connecticut State University System, but I will not forget my 21 years (out of 25) of community college affiliations. I expect to improve the linkages between the two systems, at least in Connecticut.

Anyway, I am expecting an absolutely wonderful year for NCRP and I would like you all to play an active role; the organization is only as active—or proactive—as its membership. To keep you informed of what's going on, one of our goals [see below] is improved communication. Therefore, a summary of the minutes of the officers' conference calls during the year will appear in this newsletter.

I know how much goes on during the year in community colleges and by community college faculty and staff; if it's related to research and/or planning, send a few sentences about your college's or regional activities to Katrin Spinetta, our *Parameters* editor. You'd be surprised how important those things are to maintaining and expanding our network.

From time to time, you may be contacted by one of the officers or your regional director to assist with special projects or to participate in AACC/NCRP events. Please say "yes." It is a very energizing experience. Also, if you are interested in long hours (for about a week), low pay (how much does a volunteer get these days?), but wonderful benefits, run for office or serve on a committee in NCRP, AIR or your regional AIR affiliate. From personal experience, it's great.

In closing, an appreciative thank you to our outgoing officers and directors for their service to NCRP:

- Gene Atkin, President, but staying on as Past President,
- Karen Conklin, Secretary-Treasurer,
- Ben Dilla, Membership Coordinator and Director Region 6,
- Katrin Spinetta, Past President, but staying on as *Parameters* Editor,
- Mary Ellen Goldstein, Director Region 1,
- Mary Lou D'Allegro, Director Region 2, who is leaving early for professional advancement in Chicago—best of luck),
- Suzanne Fischer, Director Region 4,
- Jackie Freeze, Director Region 8,
- Frankie Laanan, Director Region 9, who is leaving early to join the professoriate at the University of Illinois—Champaign-Urbana (I guess eventually some community college folks do transfer), and
- Jack Bautsch, Director Region 10.

All the best for a successful year.

—Alan Sturtz
Connecticut State University System

From the Past President

I hope each of you has had some fine vacation time and is now "back in the harness." Over the summer, leadership of NCRP shifted to our new president, Alan Sturtz. Alan has a number of projects in mind for the coming year. I have appreciated the willingness of many of you to participate in various NCRP projects, and encourage any of you who haven't participated in the past to do so in the future. One great way to get the new year started is to call your regional director and the *Parameters* newsletter editor, Katrin Spinetta, with news of publications, conferences, or whatever you think may be of interest to other members. If you haven't already done so (and have e-mail), it's useful to subscribe to the NCRP list serv. Directions are elsewhere in this issue of *Parameters*. Over the summer, ERIC asked NCRP for permission for materials posted to NCRP's home page to be indexed in ERIC. The officers discussed it and decided it would be in our interest to do so. If you haven't visited our web pages recently, why not log on and see what's there: www.raritanval.edu/ncrp. Have a great year.

—Gene Atkin, Oakton Community College, IL

Education Statistics at a Glance

Education Statistics at a Glance is a new web application that brings together data from several sources published by NCES including: ***The Condition of Education, The Digest of Education Statistics, and Projections of Education Statistics.*** You will be able to find information, including published tables, in these compendiums by searching documents by subject area, through full text and table title word searches, as well as by having access to the entire documents through simple navigation. To view this new area, please visit: http://nces.ed.gov/edstats

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NCRP Goals for 1999-2000

The following goals for the current year were presented at the board meeting at AIR in Seattle and were confirmed by the new officers during their conference call on July 6.

GOAL ONE: MEMBERSHIP

Increase membership during 1999-2000 by fifty members.

Key board members: Richard Rindone, Membership Coordinator. Ideally, this would translate to one new member per state or five new members per region. Reality dictates that this may not be feasible, since some states may have reached their saturation point and some regions have a greater potential for growth than others. Having said that, I would still like to see at least one new member per state with the larger states going one or two better. Retirements and resignations will also affect our net gain. Regional directors, try to keep track of members moving from state to state within your region or out of your region. Encourage continuation of membership. In the case of retirement, if the position is posted and filled, contact the new person and explain the benefits of NCRP membership.

Although Richard Rindone, Membership Coordinator, is the key board member, personal contact of regional directors at state/regional AIR meetings is very helpful.

GOAL TWO: COMMUNICATION

Expand the use of print and electronic media to improve communication and the flow of information within NCRP.

All officers and regional directors are key in this area, but the individual member needs to keep us informed as well. I realize we are all very busy in our "day" jobs—which is the reason we are actively involved in this organization. What I would like to add is that we all take a bit of what is gleaned from our professional tasks and add that to the NCRP knowledge base. I would ask each director to send a brief summary of regional events to *Parameters* each quarter. Someone from each state in each region could provide local information. Send links to the NCRP home page; post your own surveys, reports, etc. or even your own home page or links to your state/regional affiliate page. Quarterly conference calls will be the primary tool for the officers to conduct NCRP business; minutes will be sent to the regional directors and our AACC board liaison. A summary will be printed in *Parameters*.

GOAL THREE: SERVICE TO AACC

Encourage the use of the resources available through NCRP to assist AACC research staff on key issues and to participate at AACC council meetings and at the AACC annual conference.

We are our own best resource and should become the primary contact for AACC for these issues. While Susan Bach, President-Elect, and I will be attending the fall AACC meeting and the national convention in the spring, I strongly encourage all of you to get involved when asked for assistance.

GOAL FOUR: PROFESSIONAL EXCELLENCE

Encourage NCRP members to make professional presentations at state, regional and/or national AIR meetings.

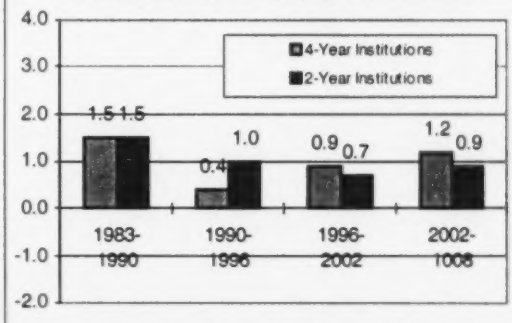
This is self-explanatory: Increase NCRP member representation on AIR committees and encourage members to run for elected positions within AIR. The only way we can accomplish this is for you all to volunteer. If you are concerned because you are relatively new to the field, there are "seasoned" members in your state or region who will be happy to serve as mentors.

GOAL FIVE: ORGANIZATION

Improve organizational effectiveness and service to the membership.

This is the job of the officers and regional directors which will be accomplished by achieving the goals and objectives noted above.

Average annual growth rates for total higher education enrollment, by type of institution



Enrollment in 2-year institutions is projected to increase at an annual growth rate of 0.7 percent during the 1996-2002 period and 0.9 percent during the 2002-2008 period.

Source: http://nces.ed.gov/pubs98/pj2008/p98f19.html

Continued from page 1

that faculty, administration and clerical employees can demonstrate legitimate interest by proving that they "need-to-know" specific educational information for the effective functioning of their office. Persons at other institutions in which the student seeks to enroll and who can supply "need-to-know" evidence are also privy to educational records.

There is no provision in FERPA for the denial of student information, especially "directory information." And much of the student information sought by institutional researchers is "directory information." However, FERPA does allow institutions to implement a stricter policy than defined in the regulations. The institution can withhold any or all items considered to be "directory" or public information and still be in compliance.

Caution should be taken when requesting educational records. During the data collection process, the number of students who requested that information be withheld, should be ascertained. Students who requested that their educational records be withheld could possibly be different than those who have not made that request. That risk should be vigorously investigated.

Collectively, FERPA is good news to institutional research offices. It sets guidelines for the sharing and collection of student educational records. If FERPA is adhered to appropriately, all institutions should have a somewhat equal ground to share information, a much needed collaboration, for "legitimate" educational use.

Mary Lou D'Allegro
Raritan Valley Community College, NJ

Manuscripts for the NCRP Journal

We are now accepting manuscripts for the fall 1999 issue of the NCRP Journal. Information about manuscript guidelines can be found on the NCRP homepage at http://www.raritanval.edu/ncrp/journal.html.

Since we are in the process of seeking a new editor, please send your manuscripts to

Scot L. Spicer, Director of Institutional Research
Glendale Community College
1500 N. Verdugo Road
Glendale, CA 91209

Scot can be contacted for questions at
slspicer@glendale.cc.ca.us
Phone - 818/240-1000 x 5390
FAX - 818/549-9436

Center for Community College Policy

The United States Department of Education (USDE) has announced a $750,000 three-year federal grant to the Education Commission of the States to create the Center for Community College Policy, under the direction of Katherine Boswell. The purpose of the center is to create a clearinghouse to collect, develop, and release information on effective community college policies and practices. Ms. Boswell is located at 707 17th Street, Suite 2700, Denver CO 80202-3427, 303/299-3645, kboswell@ecs.org. ■

NCES Newsflash Subscription Service

You may wish to become a member of the NCES Newsflash Subscription Service, which provides members with information about the latest reports published by NCES. For example, the following three publications have just been released:

"Baccalaureate and Beyond Longitudinal Study: 1993/97 Second Follow-up Methodology Report" describes the methodological aspects of conducting the second follow-up survey of 1992/93 Bachelor's degree completers. It includes response rates, weight definitions, and example corrections for standard errors based on the sample design as well as facsimiles of the computer assisted (CATI) instruments used to collect telephone interview data. <http://nces.ed.gov/pubsearch/pubsinfo.asp?pubid=1999159>

"Salaries and Tenure of Full-time Instructional Faculty on 9- 10-Month Contracts 1997-1998" presents detailed tabulations for academic year 1997-1998 of the number, tenure and average salaries of full-time instructional faculty on 9- 10-month contracts. <http://nces.ed.gov/pubsearch/pubsinfo.asp?pubid=1999193>

"New Entrants to the Full-Time Faculty of Higher Education Institutions" includes comparisons between full-time faculty who in the Fall of 1992 were in the first seven years of their academic career (new entrants) with full-time faculty who in the Fall of 1992 had eight or more years of full-time college experience (senior faculty). <http://nces.ed.gov/pubsearch/pubsinfo.asp?pubid=98252>

Go to http://nces.ed.gov/newsflash for information about this service. ■

Regional News

Region I: New England
Lois Alves, Corby Coperthwaite
Regional Directors
CT, ME, MA, NH, RI, VT

Alan Sturtz, formerly of Gateway Community-Technical College has recently accepted the position of Director of Research and Planning for the Connecticut State University System. The Connecticut Community-Technical College System welcomes Karim Ladha as Director of Research and Planning. Karim comes to us from Savannah State College.

Region III, Mid Atlantic
Hershel Alexander, Regional Director
DE, DC, MD, PA, VA, WV

Stephen Cunningham, Director of Strategic Planning and Research at Pennsylvania College of Technology in Williamsport, finds himself in the midst of an institution celebrating its 10th anniversary. Ten years ago, the Williamsport Area Community College merged with Pennsylvania State University, becoming an independent affiliate of PSU. The college had previous incarnations as the Williamsport Technical Institute (1941 to 1965) and as the Williamsport Area School District Adult Vocational School (1914 to 1941).

Although the college mission has not changed greatly, the legislation creating Pennsylvania College of Technology authorized the awarding of bachelor's degrees in applied technologies. In 1992, the college greeted its first B.S. students. Seven years later, the institution has awarded 547 B.S. degrees, and B.S. enrollments constitute a quarter of all enrollments. The college is now identifying peer institutions for benchmarking purposes, particularly two-year colleges that offer bachelor's degree programming.

At Chesapeake College (MD), Linda Cashman has been assisting with strategic planning efforts. Chesapeake College, a two-year regional community college serving five counties on Maryland's Eastern Shore, embraced the development of a strategic plan two years ago. What is happening as the college heads into a second year? Attempting a grassroots "bottom-up" approach, the college asked each department/unit for two things: First, an outcomes-oriented departmental vision statement that is linked to the college's strategic plan; second, a set of three or more "benchmarks" to serve as performance goals or standards. The plan is for departments to use benchmarks to monitor performance and to provide evidence that departments are achieving their vision. For example, the admissions office has benchmarks to increase credit enrollment by 3 percent and to receive guidance counselor satisfaction ratings of 90 percent. Sources for benchmark data include surveys of students, faculty, alumni and other groups as well as internal management information systems. Academic departments will be phased into the benchmarking process during FY2000, when it is expected that benchmarks will include data on program enrollments, graduation goals, and learning outcomes.

As of May 17, William Campbell was promoted from Director of Planning and Institutional Research to Vice President for Administrative and Fiscal Services at Montgomery College (MD). Among the functions in his new area are auxiliary services (including the bookstore, child care center, and cafeteria), budgeting, facilities (including construction, operations, and maintenance), finance, human resources, information technology (including libraries), planning and institutional research, and procurement.

Region VI: Central South
Fred Lillibridge, Regional Director
AR, LA, NM, OK, TX

New Mexico Accountability in Government Act (HB37)

The Accountability in Government Act - House Bill 37, as amended by the House Government and Urban Affairs Committee, creates the Accountability in Government Act and provides that state agencies, including the judicial branch of government and institutions of higher education, submit performance-based program budget requests. The provisions will be phased in over a five-year period. Agencies and institutions will be required to submit a list of all programs they provide, which must be approved by the Department of Finance Administration in consultation with the Legislative Finance Committee. Once approved, performance measures and benchmarks will be identified for each program. Performance is evaluated, and the results are used in making funding recommendations. This bill includes an emergency

clause and the Governor must submit the budget to the Legislature no later than December 15 of each year.

In July, Bruce Hamlett, Executive Director of the New Mexico Commission on Higher Education formed the Inter-Agency Task Force on Implementing the Accountability in Government Act. A statewide meeting on accountability efforts met July 22, 1999, in Albuquerque. The purpose of the meeting was to align accountability indicators and efforts developed by the New Mexico Association of Community Colleges: Performance Indicator Group and a similar group formed for four-year institutions and develop an integrated approach to this year's accountability reporting requirements for the executive branch and legislature.

Rocky Mountain Association for Institutional Research Fall Meeting

The 1999 RMAIR Annual Meeting will be held October 20-22, 1999 at the Crowne Plaza Hotel in Las Vegas, NV. Vic Borden, Indiana University-Purdue University Indianapolis and Terry Russell, Association for Institutional Research will be the featured speakers. Information about the conference can be found at http://www.nmsu.edu/~RMAIR/.

New Mexico Higher Education Assessment Conference

The 2000 New Mexico Higher Education Assessment Conference will be held jointly with the first annual State Retention and Persistence conference in Las Cruces. The combined state effort will provide an opportunity for faculty, staff, and administrators to share ideas about assessment and retention initiatives that promote student success. Vincent Tinto will be the featured speaker.

The conference will be held at the Las Cruces Hilton Hotel February 24-26, 2000. More information will be available at http://www.nmsu.edu/~NMHEAC/ as it becomes available.

Region VII: Central Midwest
Ron Pennington, Regional Director
IA, KS, MO, NB

Data collection of the active transfer group in the Missouri Community College Research and Assessment Consortium (MCCRAC) statewide Missouri Transfer Experience Project is more than 50 percent completed. MCCRAC, a voluntary association of institutional research directors at the community college level in Missouri, initiated the Missouri Transfer Experience Project earlier this summer. This research project represents the first statewide effort to systematically examine students' attitudes related to the transfer experience. This examination includes the following two groups of transfer students:

- Students who completed at least 24 hours from a community college and were enrolled with a Missouri, public four-year college during the fall, 1998 term; and
- Students who completed at least 24 hours from a community college and graduated from a Missouri, public four-year college in spring, 1998.

Students' attitudes related to the transfer experience will be examined with special attention directed to whether or not students lost credit hours as a result of transferring. Additional data regarding transfer performance will also be examined in relation to the students' academic preparation at the community college. Preliminary data analysis for both groups of students should be available by the first week of October and a presentation of the project's results has been scheduled for the Missouri Community College Association's annual convention. Finally, this research project is being viewed as an excellent example of statewide cooperation that can serve as a model for future transfer analysis. MCCRAC has received several calls from other colleges across the country asking for the project's research model. More detailed project findings will also probably be presented at several regional and national research conferences during the next year.

Region X: Northwest
Melissa Banks, Regional Director
AK, ID, OR, WA, British Columbia

The Oregon Community College Council of Institutional Researchers (OCCCIR) is an active, self- governing group that meets quarterly to wrestle with federal, state and local research issues. Recent hot topics included the new federally mandated race and ethnicity categories, performance measures developed by the Oregon Board of Education, recently developed guidelines for auditing FTE at community colleges, and the availability —or, more accurately, lack of availability of data on student employment and transfer. Our OCCCIR has been so successful that researchers in Washington are now hoping to build a similar consortium of research professionals.

Region IX: Southwest
Ken Meehan, Regional Director
AZ, CA, HI, NV, the Pacific Trust

The Research and Planning Group for California Community Colleges (RP Group) held its annual meeting at the UCLA Conference Center at Lake Arrowhead, California from April 14th through April 16th. The theme of the conference, "Tales of Success: Students, Programs, and Institutions" was well covered in nearly 50 paper presentations and workshops. The keynote address "The Future of Higher Education: How Can We Maximize Success?" was delivered by Alexander Astin, Professor of Higher Education and Director of the Higher Education Research Institute at the University of California, Los Angeles, Graduate School of Education and Information Studies.

The RP Group will hold a series of workshops this year in both Northern and Southern California. The first workshops will be held September 10th at Los Rios Community College District and September 17th at Grossmont College and cover current issues, including disclosing Student Right to Know (SRTK) data, the latest on Partnership for Excellence, data fact books, and analyzing SRTK data sets. The second workshop will be held in conjunction with the California Association for Institutional Research (CAIR) Annual Conference.

CAIR will hold the 1999 Annual Conference from November 17th to the 19th at the Holiday Inn in Sacramento. The theme of this year's conference is "IR in a Growth Era." Conference chair is Jorge Sanchez, Coast Community College District, jsanchez@cccd.edu.

CIP-2000

NCES has completed a draft version of its updated Classification of Instructional Programs (CIP-2000) which is now being posted for public review and comment. The CIP-2000 is the first update to this taxonomy in ten years and substantive changes in program classifications, scope, and content have occurred over this period. Your review of this draft will help ensure that these changes are adequately reflected in the CIP update. To view the pdf version of this draft document please visit:

http://nces.ed.gov/npec/papers/cipPreface.html

CCC, CSU, UC and CDE have gotten together and agreed in principle to try and coordinate data collection across all systems for the new IPEDS reporting classifications.

Unduplicated Head Counts:

- Nonresident Alien
- Unknown race/Ethnicity
- American Indian/Alaska Native Only
- Black/African American Only
- Native Hawaiian & Other Pacific Islander Only
- White Only
- Hispanic/Latino Only
- Asian Only
- Hispanic/Latino + one or more races
- Non Hispanic + more than one race

Duplicated Head Counts:

- Hispanic/Latino, Alone or in Combination
- American Indian/Alaska Native, Alone or in Combination
- Black/African American, Alone or in Combination
- Native Hawaiian & Other Pacific Islander, Alone or in Combination
- Asian, Alone or in Combination
- White, Alone or in Combination

It is currently thought that there will be 2 questions designed to gather these data:

- Check all race/ethnicity that apply.
- Check the one race/ethnicity that you most closely identify with.

Cabrillo College is developing a web-based state MIS Data warehouse. Scripts using Brio Query are being written to run against this data warehouse. Jing Luan, project director and college researcher, is soliciting technical expertise from all the research and planning personnel to help with Phase II of the project.

The California Assessment Institute will be held this year from October 12th to 13th in Long Beach and March 12th to 13th in Monterey. The California Assessment Institute is co-sponsored by the Research and Planning Group for California Community Colleges, the California Community Colleges Chancellor's Office and the Accrediting Commission of the Western Association of Schools and Colleges. ■

REMINDER

Please Renew Your Membership in NCRP

$40.00 for 1999-2000

Payments should be mailed to
Beth Reis, Secretary/Treasuerer
Moraine Valley Community College
10900 South 88th Avenue
Palos Hills, IL 60465-0937

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